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ABSTRACT

In 1980, Vista College (a non-campus, public community college where part-time faculty teach 85% of the courses) received funding to develop an effective faculty development model for part-time instructors in postsecondary institutions. The project was designed to break down the isolation of part-time faculty, encourage a sense of college and faculty identity, and provide instructional and administrative support. After an analysis of existing activities and part-time faculty needs, four types of services and procedures were developed and pilot-tested: (1) audiovisual orientation materials and an expanded faculty handbook were developed to introduce part-time instructors to college services, resources, staff, programs, and procedures; (2) a variety of training seminars and workshops were offered and bi-weekly faculty support sessions were held; (3) a monthly faculty journal was produced emphasizing teaching and learning concerns; and (4) peer Teaching and Learning Consultants were selected and trained to provide aid and advisement to faculty. The project's first-year goals also included the modification of faculty evaluation procedures; however, this aspect of the project was eliminated in light of standardized evaluation procedures for the district. To assess the outcomes of the project five kinds of evaluation strategies were used to gather formative data about the project services and products, revealing strong faculty support for the program. (Author/HB)

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FACULTY DEVELOPMENT FOR PART-TIMERS

First Annual Report

September 1,1980 to August 31, 1981

Fund for the Improvement of Postsecondary Education
Grant Number G008006044

Ione Elioff, Project Director
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JC 820 239

December 1, 1981
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FACULTY DEVELOPMENT FOR PART-TIMERS

Executive Summary

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Project Overview: Vista College received FIPSE funds (grant number G008006044) to define and pilot-test the components of an effective faculty development program for part-time faculty in postsecondary institutions. Inservice services and products were designed to increase the teaching effectiveness and sense of affiliation of the college's 350 part-time faculty who work with adult students in over 200 community learning sites. Progress has been made in all four components of the project during it's first year: over 350 faculty have participated in orientation and training activities; a monthly faculty journal is being produced; and six Teaching and Learning Consultants (part-timers themselves) are providing technical assistance to their colleagues. Faculty have responded very positively to first-year activities.

Purpose: Faculty development for part-timers is a neglected area, even though part-time faculty are responsible for a substantial amount of college teaching. Part-timers may not be eligibile for college inservice activities; they may not be aware of college events, services, and procedures; they may not have mailboxes or office space; quite often they are detached -- literally and figuratively -- from the intellectual, social, and administrative mainstreams of their colleges. Given the important role that part-timers play in postsecondary education, it is necessary to provide them with opportunities to strengthen their teaching skills and feel part of an educational community.

Background: Vista College is an urban public community college in a multicampus district. Vista does not have a campus, and more than 350 part-time faculty teach over 85 percent of the college's classes each semester. Classes are located in more than 200 community sites (e.g., office buildings, public libraries, banks, convalescent homes, and senior centers) that are scattered throughout the college's 75-square-mile service area. Classes begin at various times during the semester. About 14,000 adult, part-time students are enrolled each semester in general education, occupational courses, and continuing education activities. Prior to this special project, the college had sponsored a fairly successful but limited series of learning and social activities for part-time faculty. First-year project objectives including making faculty development the special responsibility of one college administrator, and developing a cohesive, diverse system of inservice and support activities that emphasized teaching skills and affiliation with the college.

Description: Five components were included in the proposed faculty development model: audio-visual orientation activities, training seminars and workshops for small and large groups of faculty, a monthly faculty journal, individualized instructional evaluation procedures, and Teaching and Learning Consultants (TLC's) who would provide technical assistance to faculty. These components represented minor adaptations or major changes/additions to existing services and procedures. The basic elements of all but one component were developed and pilot-tested during the

project's first year. The instructional evaluation segment of the project had to be eliminated because the college district agreed to use a fairly conventional evaluation procedure with all faculty after collective bargaining negotiations. During the year, four different types of seminars and workshops were offered; the faculty handbook was revised significantly; five issues of a faculty journal were produced; and six TLC's, after a two-month training program, worked "in the field" with individuals and small groups of faculty. All individual TLC interactions were confidential. Faculty who participated in project activities were asked to complete brief written evaluations, and six part-time faculty (the TLC's and two others) tried to telephone all faculty in June and July to get reactions to specific project services and products.

Outcomes: It was anticipated that the products and services developed in the project's first year would, once used frequently and consistently, would lead to changes in faculty attitudes and skills. Siginificant affective and cognitive changes were not expected until the second or third year of the project. All of the essential first year objectives have been accomplished, and general faculty reactions have been overwhelmingly positive. Faculty attach value to project efforts to centralize and expand inservice activities. As intended, project services are seen as developmental and supportive, not as remedial. The mixture of different types of activities -- small and large seminars, the journal, and individual/group technical assistance --probably made it more likely that busy part-time faculty were able to fit at least one meeting or activity into their schedules. All project components concentrated on important teaching issues such as how to organize courses, motivate students, select and plan instruction activities, and pace adult learners through different blocks of learning. This emphasis on teaching rather than research was expected. Copies of the monthly journal and faculty handbook can be obtained by contacting project staff.

Summary and Conclusions: All first-year objectives have been accomplished, and initial data indicate that Vista's part-time faculty value and use the products and services associated with this project. Our greatest challenge has been to design and offer a menu of services that will fit easily into the hectic schedules of our part-timers. We have learned that faculty development in this setting must include a mixture of services and products that deal with teaching issues and encourage faculty identity. The system of faculty development activities designed for this urban, noncampus setting should also be effective in other compus-based or off-campus settings that use part-time faculty. The typical part-timer problems -- isolation, inadequate orientation to and affiliation with the college, and little opportunity to talk with colleagues about teaching and learning questions -- occur in any institution in which part-timers are responsible for a major part of the instruction.

FINAL REPORT - SUGGESTED USES

Institution Vista College

Project Director Dr. Ione Elioff

Section(s) which might be considered as a Report from the Fund.

Individual sections do not stand alone very well; executive summary would be most obvious choice for a complete report.

Possible publication (or other media) which would be suitable -- indicate if you will submit.

A brief article about project activities and outcomes would be appropriate for "Change," the New Directions series from Jossey-Bass, and/or the "Community College Journal." A brief description of the project has already appeared in "Linkages," the NISOD newsletter, and a more detailed article about the project will appear in one of AAHE's Current Issues in Higher Education this year (1981). Project staff have also applied to make a presentation about the project at the 1982 national convention of the American Association of Community and Junior Colleges. Project staff intend to develop additional materials/presentations about the project for submission to the journals cited here, as part of a dissemination effort planned for 1982 and 1983.

FACULTY DEVELOPMENT FOR PART-TIMERS

First Annual Report - December 1, 1981
Fund for the Improvement of Postsecondary Education
Grant Number G008006044

This project addresses the problem of defining the components of an effective faculty development model for part-time instructors in postsecondary institutions. The project focuses on the special needs of part-time faculty who teach at Vista College, a public community college that does not have a campus, but the activities identified for this urban, noncampus setting should be of interest to administrative staff at other postsecondary institutions that use large numbers of part-time faculty for campus-based or off-campus teaching assignments.

Professional development for part-time faculty has been and continues to be a neglected area. Part-timers are often called "adjunct faculty," which aptly describes their detachment from the intellectual, social, and administrative mainstreams of the institutions that employ them. Part-timers generally do not participate in the leisurely, continuous process of socialization and learning that usually accompanies a full-time, tenure-track faculty member's teaching experiences. If an institution does sponsor a faculty development program, part-time staff may not be eligible to participate, the program activities may be inappropriate for part-timers, or the activities may be scheduled so as to be more accessible to campus-based, full-time faculty.

The typical part-time faculty population contains at least three different segments: 1) the trained teachers who cannot find full-time positions and have settled for teaching four or five classes, often at two or three different colleges; 2) the trained teachers who, for personal or professional reasons,

do not want to work full-time; and 3) the business and industrial practitioners who teach one or two classes so that they can share with students what they know and do so well in the nonacademic world. Because of the heterogeneity of the part-time faculty group, not all are interested in becoming full-time members of the academy; many prefer to juggle their academic and nonacademic responsibilities because of the satisfactions they receive from each sphere of activity.

Whether they teach part-time by choice or by necessity, these faculty share several characteristics, most notably a lack of connection with their colleges and a busy schedule that often prohibits spending extra time after class or on campus to socialize and learn with their colleagues. Part-timers may not be aware of college events, procedures, and services. They may not have mailboxes or office space. Quite often they are literally out on the fringes of their colleges when they teach off-campus evening classes.

Part-time faculty are an indispensable part of Vista because they teach practically all of the college's classes. But the noncampus setting -- like the conventional off-campus division of traditional colleges -- exacerbates the typical part-time faculty problems of isolation, inadequate orientation to and affiliation with the college, and infrequent opportunity to talk with colleagues about teaching and learning issues. At Vista, each faculty member has a program planner or administrator to contact with questions about curriculum, teaching strategies, grading policies, keys for classrooms, or audio-visual services, but the Vista faculty are essentially alone with their students out in the community. The small ratio of administrative support personnel to teaching faculty means that Vista part-timers must be able to perform well the multiple roles of public relations person, learning diagnostician, instructional planner, teacher, counselor, and registrar.

After analyzing survey data from Vista part-timers (1979) and investigating inservice programs at other postsecondary institutions, we identified several faculty development components that we felt would help to orient and connect faculty with the college and with each other, as well as additional components designed especially to focus on teaching skills. After a year of initiating several new inservice and support activities and strengthening several already-existing services, we feel we have made some progress in defining the components of a faculty development model for part-timers. However, we have also had to face two basic problems that effect the success or failure of all orientation and inservice activities for part-timers: the professional insecurity (and its influence on teaching and planning) that is intrinsic to part-time teaching, particularly when college budgets are being reduced, and the logistical problem of arranging events and services for a very diverse group of faculty who have crowded personal and professional schedules.

BACKGROUND OF THE PROJECT

The background factor most significant to this project is that Vista is a noncampus college in which part-time faculty are responsible for over 85 percent of the teaching assignments. Over 400 classes are offered each semester in more than 200 community locations that are scattered throughout the six cities (including Oakland and Berkeley) served by the Peralta Community College District. Classes are often offered in partnership with the agency or organization that supplies Vista with rent-free classroom space. Courses are offered each semester in general education areas for transfer and personal enrichment, in occupational areas such as business, transportation, American Sign Language, gerontology, and energy technologies, and in continuing education for business and health care professional and paraprofessionals. About 14,000 adult part-time students enroll at Vista during any one semester; the average age of the student population is 42.

The college's operating style, its almost exclusive use of part-time faculty, and its adult student population are characteristics that influence both the need and the structure of faculty development activities in this setting. For example:

* Since faculty and their classes are scattered over a 75-square-mile area, we need a general communication mechanism that links all faculty but does not require their physical presence.

* New classes begin at various times during the semester, sometimes as late as the 13th week, and new faculty hired for these late classes need to be oriented to college procedures and policies as efficiently and effectively as possible.

* Prior to this project, faculty who had questions about curriculum materials or teaching strategies were encouraged to go to a full-time program planner or administrator for assistance. In reality, the day-to-day demands of running a completely off-campus operation -- developing courses, finding classroom sites, hiring faculty, rescheduling classes and times as a result of nonacademic events (e.g., a strike among employees at a classroom site), evaluating faculty -- took so much program planner and administrator time that there was little left for complex, individualized interaction with faculty.

* After a period of rapid growth (from 530 FTE in 1978 to 2253 FTE in 1981), the college has moved into a stabilization phase. Less new faculty are needed each year, but our normal turnover rate (20 percent) requires hiring 30 - 40 new teachers each semester. These new part-timers, especially those new to teaching, need orientation and ongoing support.

* Teaching adult learners requires adaptation of some instructional styles and materials. Helping faculty be successful with a diverse student population demands that faculty and college staff learn more about adult development, motivation, and learning theories.

Previous to the FIPSE project, college staff recognized the need for a faculty development program, but this important area was the responsibility of all program planners and administrators, instead of being a special function connected to one person or position. Consequently, the college had sponsored a well-intentioned, fairly successful, but somewhat unconcerted series of learning and social activities for faculty in the last few years: orientation sessions at the beginning of each semester, annual one-day workshops for all faculty, several mini-workshops that focused on important teaching and learning issues, a general college newsletter

that appeared irregularly, and technical assistance to faculty from program planners and administrators.

After analyzing these preliminary inservice activities, the data from a large faculty survey in 1979, and observations of other noncampus colleges, Vista staff were able to draw a clear picture of the inservice needs and preferences of the part-time staff. These preliminary data indicated that an appropriate faculty development model for part-timers should include a menu of inservice training and support services with an emphasis on teaching rather than research. Further, we anticipated that such a program should represent an economical use of internal resources that could be easily integrated into regular college activities and procedures. The primary objectives during this first year of the FIPSE project were to form a cohesive faculty development program at the college by strengthening existing components and by developing several new ones. Direction and coordination of this cohesive, very visible program was to be the special responsibility of one college administrator.

PROJECT DESCRIPTION

As proposed, the project included five faculty development components: orientation activities, training seminars and workshops, a faculty newsletter, instructional evaluation procedures, and Teaching and Learning Consultants (TLC's). One of these elements was already operational and needed only minor adaptation: the training seminars and workshops. Three other components represented major changes in existing services or the development of new services/procedures: orientation activities, the faculty newsletter, and TLC services.

The project was scheduled to begin August 1, 1980. Because of delays in funding notification and budget negotiations, project activities did not officially begin until November 1, 1980. However, the project director began working on several components before November 1, and the project's staff assistant was on board by December 1. This late start led to minor alterations in the timelines

for a few first-year objectives. The following sections describe first-year activities associated with each project component.

Orientation

The major project activities related to orientation were the expansion of the college's faculty handbook and the production of an audio-visual orientation presentation. These activities were selected to resolve several problems in previous orientation procedures for new part-time faculty.

Prior to the FIPSE project, new faculty hired each semester (30 to 50) learned about Vista policies and procedures and were introduced to Vista staff during one of several two-hour orientation sessions that were scheduled for late afternoons or early evenings during the week before the beginning of each semester. Each new faculty member received an orientation package that contained registration materials, sample forms, and a handbook that described college policies and procedures. These orientation procedures were inadequate because 1) many new faculty were unable to attend the scheduled orientation sessions due to time conflicts or because they were hired to teach later in the semester, and 2) the faculty handbook did not contain enough background information about Vista and teaching adult students in a noncampus setting. Developing an audio-visual orientation presentation that could be viewed by new faculty at any time during the semester and expanding the faculty handbook were seen as ways to increase the flexibility and efficiency of the orientation process.

The faculty handbook has been revised twice in the last year -- before the beginning of Fall Semester in 1980 and 1981. The most recent version of the handbook, which was sent to all part-time faculty (375) in August, 1981, includes complete and accurate information on college policies, procedures, and services. The FIPSE staff assistant prepared this handbook, which includes new or revised

sections on instructional clusters at the college, grading policy, field trips, and classroom evaluation procedures. A copy is attached to this report.

Two large new handbook sections which focus on teaching and learning are worthy of description. "Resources and Sevices" lists services such as the TLC's and the resource library -- both as a result of FIPSE support. "Teaching Tips and Techniques" includes brief articles produced by the project's TLC's in areas such as: defining instructional objectives, course outlines, tips for first class sessions, assessment techniques, using community classroom facilities, art with special students, a glossary of education terms, reprints of articles from the faculty journal, and several "Innovation Abstracts" from NISOD. Ideas and techniques in these two sections are responses to questions about teaching that have surfaced in training sessions and individual meetings with part-timers.

This revised handbook is to be used in conjunction with an audio-visual orientation session. Originally we had planned to use videotape as the medium for an alternative orientation session for new faculty who are unable to attend any of the regular sessions or who are hired after the semester is underway. After several discussions with Vista technical staff and some part-time faculty, we decided to use slides and an audiotape instead of videotape. The slide-tape medium offers several advantages over videotape, most notably that professional-quality slide-tape shows are relatively easy and economical to produce and revise.

The new slide-tape orientation session, which was developed and is being produced by the project staff assistant, contains two major parts. Part One is an introduction to the college's staff, instructional programs, and procedures -- while also conveying Vista's operating philosophy and style. Different segments of Part One include: an introduction to administrators and classified personnel who work closely with faculty; the various Vista education centers and several community classroom sites; a brief description of how instructional programs are

organized; resources available to faculty (e.g., audiovisual equipment, TLC services); and examples of Vista's diverse student population. Part One was well-received by faculty when it was premiered at the September (1981) orientation sessions, though no formal evaluation took place.

Part Two is a programmed learning sequence that was developed in conjunction with the Registrar and Dean of Instruction. It deals with administrative procedures that faculty must understand and execute properly (e.g., student registration, attendance/grade reporting). New instructors, as they view the slides and listen to the narration, will be asked at specific times to fill in appropriate answers on a worksheet. The slide-tape content will be keyed to sections of the faculty handbook; instructors will work with sample forms as they progress through the slide-tape session. In addition to teaching the specific record-keeping procedures in a concrete fashion, this handbook/slide-tape activity will underscore the value of the handbook and encourage faculty to use it as a reference document during the semester.

Part Two is in production now and will be completed by February (1982). It will be introduced at the regular orientation meetings before Spring semester, when a sizeable group of new faculty can review and evaluate it. At these meetings and immediately after subsequent use as an alternative orientation strategy, new faculty who use it will complete a brief evaluation form. Future revisions in either Part One or Two will be based on faculty comments and changes in Vista personnel and procedures.

Seminars and Workshops

First-year activity in this component included sponsoring several short-term workshops and an all-day faculty seminar. Getting together as a group to share ideas, learn new skills, and compare students and teaching styles is a valuable experience for Vista part-time faculty. Detached from the college and from each

other in community classroom facilities, they view inservice meetings as social and professional events that foster a sense of community as well as strengthen teaching skills. However, the logistical problems of determining how, when, and where to get a diverse group of faculty together dictated the planning of several different seminar and workshop approaches.

Four different seminar and workshop activities were offered during the project's first year:

1. A nine-hour workshop on the issues and problems of teaching adults was offered from 6-9 pm on October 9, 16, and 30 at the Oakland office of the Department of Motor Vehicles. The 23 faculty who attended learned about adult development theory, matching the goals and expectations of teachers and students, group process skills for working with adults, and motivational strategies. Faculty shared teaching problems and worked together to identify common and individual solutions. The seminar was led by a Vista part-timer who later was selected as a TLC. All faculty rated the experience as helpful or very helpful. A comment from a participant: "I got to know some of the other instructors, and found out that my problems were not unique, and not necessarily 'my fault.'"

2. A three-hour "Open House" was held on January 29 in the college's Learning Resource Center, to introduce new and continuing faculty to new professional library materials and Vista resource staff. The 65 faculty who attended had a chance to get acquainted with each other, project staff, two TLC's, the college librarian, and the media specialist.

3. An all-day seminar for all faculty was held on March 14 at the South Berkeley Senior Center. Activities included presentations by the college President and the Dean of Instruction, a short play ("Images/Ages/Changes") by members of a Vista-sponsored drama class for elders, and seven short workshops on teaching and learning topics. The event was rated 8.04 on a scale of 10 by the 106 faculty who attended. Responses to an open-ended question on the seminar evaluation form included many comments about appreciating the opportunity to meet, talk, and exchange ideas with fellow teachers, to feel a part of an educational community, and to learn about new teaching skills.

4. Bi-weekly faculty support sessions were held on Thursdays from March 19 to the middle of June, from 5:30 - 7 in a conference room at the college's administrative office in Berkeley. A TLC organized this informal series of meetings that was attended by several faculty each time. No specific topics were planned for these meetings; faculty were encouraged to drop in whenever they wished to socialize or discuss teaching concerns.

Faculty Journal

Production of a monthly journal that emphasizes teaching and learning concerns was the major project activity in this component. This method of communicating with all part-time faculty was selected because it represents an economical, effective way to 1) encourage a sense of faculty unity and identity, 2) facilitate faculty-to-faculty and college-to-faculty communication, and 3) provide substantive information on the special characteristics of adult learners and teaching in a community outreach institution.

One minor change from the original project objectives in this area is the production of a separate teaching and learning journal, rather than adaptation of the college's general newsletter. This decision was based on a separation of the two communication functions involved -- teaching and learning versus public information -- and the need to emphasize the specialness of the teaching and learning function. Rather than mix the two functions in one publication, and perhaps underemphasize the importance of one or the other, we decided to develop a new publication that faculty would see as especially theirs. Consequently, we have had to establish clear guidelines as to what material is appropriate for each publication, and this process of discrimination has helped us (and faculty) focus clearly on important teaching and learning issues.

Subsequent decisions about the name and format of the new journal underscored its professional objectives. The name TIE-LINE reinforces its connective and informative functions, and we established a four-page, 11 x 15 format, typeset in dark blue ink, with internal graphics and pictures. The image of the journal is attractively professional, and it stands out in the blizzard of paper usually received by professional educators.

The project's staff assistant edited and produced five monthly issues of TIE-LINE (from January to May) during this funding year. The first issue asked

faculty to return cards that suggested topics for future issues. The 37 faculty who responded wanted to see articles on how faculty have solved instructional problems, different teaching strategies, what is unique about teaching adults in the noncampus setting, and the characteristics of good teaching. Subsequent issues included articles on teaching techniques, interviews with individual faculty, profiles of the FIPSE project staff, reports of Vista-sponsored seminars and workshops, announcements of local/state/national professional activities, abstracts of new books and interesting instructional projects from other community colleges, and descriptions of resources available through Vista (e.g., people, audio-visual material, equipment). Several articles were written by the TLC's, and other part-time faculty contributed ideas and brief essays for publication. Issues of TIE-LINE were sent each month to all Vista part-time and full-time staff, and to faculty at sister colleges in our district. Issues were also sent to selected staff, usually by request, at many community colleges and four-year institutions throughout the country.

Faculty Evaluation

We had planned to modify our college-wide faculty evaluation procedures, both in process and in format, to focus more on the instructional goals of individual faculty and inservice strategies being developed in conjunction with this project. We had also hoped to define a clear and nonpunitive link between faculty evaluation and college-sponsored inservice activities. Unfortunately, district-wide faculty evaluation procedures were standardized this year in a collective bargaining agreement by all teaching staff. Now Vista must conform to a very traditional evaluation process and format that leaves no room for individualization or adaptation.

It may be possible to negotiate a different evaluation procedure for part-time faculty in future collective bargaining sessions, but we are not free to

make any changes in this area at present. This will be a difficult and sensitive area of activity, and we are aware of the potential conflict involved in trying to link evaluation and inservice. In the meantime, all project activities are designed to encourage and support faculty who want to analyze their classroom efforts and make some changes that will lead to better teaching and learning.

Teaching and Learning Consultants

The use of peer Teaching and Learning Consultants (TLC's) to provide technical assistance to part-timers was a unique feature of the project. Peer mentoring occurs informally among full-time faculty in campus-based colleges, but the physical detachment of most part-timers from their colleges and colleagues makes peer mentoring very difficult. Prior to the FIPSE project, Vista's full-time program planners in various disciplines/occupational areas assisted faculty with instructional questions. However, these program planners often did not have the time nor the training necessary to be technical advisors.

Six TLC's were selected in January by the project director, with the assistance of an informal advisory group that included the Dean of Instruction and several instructional coordinators and program planners. These project advisors were asked to recommend part-timers who were 1) good teachers, 2) competent in a special area (e.g., curriculum development, problem analysis, group process strategies, communication techniques), 3) representative of Vista's major instructional areas, and 4) able to function well in a facilitator/consultant role. The six TLC's selected represent a very broad range of disciplines and professional skills, so that faculty in each of the college's major instructional areas can identify with a TLC who has had similiar teaching experiences.

TLC training occurred in eight three-hour sessions from January to March. Group activities included discussions of assigned readings, lecture/discussions of various topics related to instruction generally and Vista's specific operating

style, and simulations of TLC-faculty interactions. In addition, each TLC visited the class of at least one part-time faculty member. Topics for the group training sessions included:

* orientation to project objectives
* consultant skills for the TLC role
* data collection and confidentiality
* characteristics of the community college
* components of Vista's instructional programs
* characteristics of Vista's students
* learning style inventories and curriculum adaptation
* instructional design
* motivation and learning theory

TLC fieldwork began in March. The rationale and procedures for using TLC services were introduced to faculty through the February issue of TIE-LINE and during the March all-day seminar. The issue of TIE-LINE that focused on the TLC concept also included personal and professional profiles of individual TLC's. Faculty were encouraged to contact one of the TLC's directly with questions about teaching techniques or other project-sponsored activities; faculty could contact project staff for a TLC referral as well. The TLC's helped plan the March seminar, and they led four of seminar's small group discussions and five of the short workshops. Several faculty requested TLC assistance during or after the seminar activities.

The TLC's were "on call" for assistance, at their regular instructional rate of pay, from March to June. They completed a total of 17 consultancies in this four-month period. For record-keeping purposes, a consultancy was defined as an interaction that lasted more than 30 minutes and demanded some action on the part of the TLC and faculty member. A simple informational request (Where can I ...? or Who can I ...?) that did not engage either TLC or faculty in a problem-solving or information-sharing process was not considered a consultancy.

TLC's completed a case history form (copy attached) for each consultancy. A similar record-keeping procedure was used by a FIPSE-funded faculty development

project at the University of Oregon. Each case history report includes information on faculty discipline area, how contact was made, an identification of the problem/question, activities and outcomes of the consultancy, and a TLC evaluation of the process and products of the consultancy. Each case history is identified only by a number assigned by the TLC.

PROJECT OUTCOMES

It was anticipated that several direct and indirect project outcomes would lead to immediate and long-range effects on part-time faculty. The development and pilot-testing of several services and products was expected at the end of the first year of operation. It was anticipated that these products and services, once offered and used frequently and consistently, would lead to outcomes related to faculty attitudes and skills: stronger sense of affiliation with the college, increased awareness of college procedures and services, increased competence in choosing and using different instructional techniques, and increased comfort with multiple classroom roles. Significant changes in faculty attitudes and skills were not expected until the second or third year of the project.

All of the essential first-year activities planned for the project have been accomplished: expansion of the faculty handbook; production of an audio-visual orientation presentation; offering of several seminars and workshops; selection, training, and initial fieldwork of the Teaching and Learning Consultants; and production of five issues of TIE-LINE, the new faculty journal.

In the past year, however, two events occurred which may have indirectly affected project outcomes: 1) severe financial problems related to decreases in State funding resulted in district-wide layoff notices for full-time faculty and reductions in the district's part-time faculty budget and 2) the college's Dean of Instruction died suddenly in the middle of Spring Semester. These events resulted in a period of uncertainty for both part-time and full-time staff. All were

anxious about the size of Vista's instructional budget for the coming year, particularly part-time faculty who depended on teaching for a major portion of their income. This uncertainty coincided with the death of the dean, who had strongly supported Vista's part-timers and the college's faculty development efforts. FIPSE-sponsored activities continued through this uncertain period, but Vista part-timers were very anxious about job security. Consequently, faculty attendance at workshops and use of project support services was somewhat less than expected, and discussions among faculty often focused on whether they would be working next year, rather than how they could improve their teaching.

Six months later, the anxiety and uncertainty has dissipated: all full-time faculty retained their positions; Vista's part-time faculty budget for 1980-81 is only slightly smaller than previous years; and the FIPSE project director was selected as the college's new Dean of Instruction, thereby assuring the continuity of the faculty development program. If the college district must absorb funding cuts again this year, it is anticipated that the strong, supportive inservice components initiated in the first year of this project will help to bolster faculty morale.

It is too soon to look for significant changes in faculty attitudes and skills as a result of products and services developed and pilot-tested this year, but informal comments and general reactions from the faculty have been overwhelmingly positive. Overall, faculty appreciate project efforts to centralize and expand inservice activities that support their classroom roles. As intended, faculty see these services as developmental and supportive, not as remedial.

Evaluation Strategies

Five kinds of evaluation strategies were used during and at the end of first-year activities, primarily to gather formative data about project services and products:

1. "User" evaluation of products and services. All faculty who attended a seminar/workshop, read TIE-LINE, or used TLC services were asked to evaluate the usefulness and convenience of the project service. Brief evaluation forms were completed by faculty at the end of seminars and workshops; mail-back cards or printed questionnaires were sent to all TIE-LINE readers and all faculty who had used a TLC.

2. Telephone survey of all part-time faculty. During June and July (1981), eight part-time faculty (six TLC's and two other faculty) attempted to get telephoned responses from all faculty to an 18-item survey that focused on faculty awareness and use of FIPSE-sponsored activities. An all-faculty survey was undertaken to get feedback from faculty "users" and "nonusers," as well as to alert "nonusers" to the new faculty development program.

   The survey instrument, which was developed by a TLC and adapted after a pilot-test with several faculty, included multiple choice and open-ended items. A copy is attached. The eight callers were trained to use the survey in a three-hour session before being randomly assigned to call a group of faculty. They tried to reach faculty three times at work or at home. Responses were obtained from 213 faculty, 45 percent of the total group of 470 faculty who had taught at Vista in the last two years. The remaining 257 faculty did not respond because they were not home when called, their phone numbers were incorrect or had been disconnected, or because they didn't want to complete the survey (only 22 were unwilling to respond). Responses from this survey have been incorporated into the following evaluation paragraphs for each component.

3. Ongoing informal discussions by project staff. The project director, staff assistant, and TLC's critiqued project services and activities as they were being developed and offered. Such internal discussions resulted in recommendations to adapt the direction or procedures involved in, for example, TLC activities, TIE-LINE material, and seminars/workshops.

4. End-of-year evaluation discussions. In June the TLC's met with the project director and staff assistant to review project activities. Suggestions about overall direction and process, as well as comments on individual components were solicited.

5. External review. Dr. David King, director of a similar faculty development project at the University of Oregon, met with project staff at the beginning and end of first-year operations. He contributed valuable suggestions relative to the role and training of the TLC's, and he helped develop the end-of-year telephone survey instrument and procedures.

Component Evaluation

As mentioned previously, significant changes in faculty attitudes and skills were not expected at the end of the first year, but faculty seem to see project activities as positive and valuable. Individual project components received high ratings in the telephone survey, and 73 percent of the faculty who responded

thought that the FIPSE-sponsored activities made them feel more supported by the college. The following paragraphs describe salient faculty and staff reactions to each of the major components of the project.

Inservice seminars and workshops received uniformly high ratings from faculty attendees, and even nonparticipants said they were interested in the group meetings but couldn't attend because of schedule conflicts. Some faculty also mentioned in the telephone survey that they had not known about the smaller, short seminars -- despite announcements in TIE-LINE and notices displayed around college offices. We had tried to minimize the general scheduling/conflict problems by offering brief and extended seminars at different times (afternoons, evenings, Saturdays), which may have made it easier for faculty (214 total) to attend at least one small or large training/discussion event.

Faculty have noted, in written evaluations and in the telephone survey, that they want more frequent social and professional meetings, particularly with colleagues in their program areas. The socialization aspect of group meetings is obviously important. It is not surprising that these part-timers enjoy getting together; they're a very interesting and dynamic group. Including adequate social time into group meetings has been a good way to promote identification with colleagues, and the shop talk is very interesting as well.

An important second-year task will be to arrange more frequent meetings of small groups of faculty, especially among faculty in specific program areas. Variation of the time and duration of the meetings will also continue. After a slow start, attendance at the biweekly Thursday evening discussion group is growing. Discussions during these meetings, which are led by a TLC, will probably be a bit more structured next year, to focus on a specific instructional topic during about half of the meetings. Group inservice and social events will continue to be a very active project component.

Orientation activities, which included revision of the handbook and development of a slide-tape show, were not formally evaluated. However, many faculty commented informally to project staff on the clarity and completeness of information and teaching tips contained in the expanded handbook, and 158 new faculty who attended this year's orientation sessions were very pleased with both the handbook and Part One of the slide show. The handbook now contains adequate information on grading policies and reporting procedures, two areas which are problems for new and continuing faculty, but we are not sure whether all faculty are using their handbooks to help with procedural questions. The college registrar reports that faculty this year have been more reliable and accurate than usual in filling out and returning their registration and attendance reporting forms, but this improvement may be due to slight changes in reporting formats. The coordinated use of the handbook and slide-tape show in future orientation sessions should encourage new faculty to refer more often to the handbook. When both parts of the slide-tape presenatation are finished, it will be used to orient faculty who are hired after the beginning of the semester. These faculty in particular are often confused about reporting requirements and unfamiliar with Vista services and procedures.

Individualized TLC services were provided to 17 faculty from March to June, and the TLC's were also very involved in planning and leading the group inservice meetings this year. Use of the TLC's for individual consultancies was limited, but faculty response to TLC services has been uniformly positive. An analysis of the 17 TLC case histories produced the following information about the nature, duration, and outcomes of individual TLC interactions:

* The majority of the faculty who requested assistance had taught before at Vista (13), and slightly more trained teachers than teaching practitioners worked with TLC's. We had incorrectly assumed that new teachers and teaching practitioners (experts from business and industry with little or no teaching experience) would be most likely to use TLC services.

* Most TLC contacts were faculty-initiated. Thirteen faculty contacted a TLC after reading the TIE-LINE article or visiting with them during the all-day seminar. In addition, one TLC initiated contact with two faculty who had participated in one of the seminar workshops. An instructional coordinator referred a new teacher to a TLC, and one other teacher called the project's staff assistant for a referral.

* Faculty in occupational and general education areas took advantage of TLC services. Consultancies did not cluster in any one instructional area, though the TLC who is an artist did work with several faculty who taught art to special students (elders).

* Questions related to adapting or expanding instructional techniques and materials were the primary objectives of TLC interactions. Faculty wanted help in organizing courses, using different teaching techniques, writing grants, and developing instructional materials.

* Faculty and TLC's worked together about equally as often in person as on the telephone. Person-to-person contacts usually involved classroom observations. Preliminary talks to identify the problem and follow-up discussions after the faculty tried something new often occurred by telephone.

* The average number of contacts made per consultancy was 2.3. About half of the consultancies were relatively brief, involving one or two contacts to identify, develop, and/or try out minor changes in teaching style or curriculum. The remainder were extended consultancies that involved two to four contacts to work on substantive changes in curriculum organization and/or teaching techniques.

* Products generated during the consultancies by both TLC's and faculty included a videotape about art classes in convalescent hospitals, an essay that clarifies the working relationships between artist-educators and staff in convalescent hospitals, a completed grant application, a list of references for a language class, and slides for a class.

* Non-tangible outcomes of consultancies included new team teaching efforts (faculty-faculty, faculty-TLC) and changes in the organization and pacing of instructional activities (e.g., using questions more effectively, variation of the number and types of activities planned per class session, assessing student goals, encouraging student engagement in classes through curriculum selection and group process techniques).

* The process of the consultancies had a definite pattern. TLC and faculty would identify the problem/question, discuss appropriate intervention(s), take some action, and then critique (together) the effect.

* Classroom observation was an important part of nine consultancies. Faculty wanted the TLC to observe, analyze, and critique class activities in order to help clarify the problem/question or provide feedback on the effectiveness of instructional or curricular changes. In some cases, the TLC indicated that the observation was necessary to bolster the self-confidence of the faculty member, and that minimal instruction-related assistance was needed.

Brief evaluation forms were sent to all 17 faculty who used TLC's this year. The seven faculty who responded (anonymously) rated the interactions as very helpful (8.9 on a scale of 10). While this group may be a biased sample of TLC clients, some of their comments on the value and nature of TLC assistance included: "The consultant helped me to develop new techniques -- ways of presenting questions to achieve more participation (and meaningful responses) from students." "I was able to develop my own ideas rather than being told what to do or given suggestions. This is always the best (way) for me (to learn)." "Excellent idea, even for those who didn't use .... They knew they could call on someone."

Faculty contacted in the telephone survey also responded positively to the TLC concept, although 35 percent said they were not aware of the service. Of the 213 telephone survey respondents, 70 percent thought that TLC services were valuable, but many faculty (about 20 percent) also stated that they didn't use a TLC because they didn't have a question/problem that was important enough to discuss.

Generally, we were pleased with the TLC activities this first year. They helped faculty with teaching techniques -- how to plan courses, select suitable materials and activities, and how to pace learning activities with different time segments (e.g., a one-hour, three-hour, all-day class session). The TLC's also connected faculty with each other and with college staff. It was expected that the TLC component would accomplish this combination of instructional and linking objectives. However, we also anticipated that more faculty would take advantage of TLC services this year.

The relatively low rate of TLC use this year may have been due in part to the fact that this service was not available until the middle of Spring Semester. Some faculty may have been more likely to ask for assistance in the beginning of the semester, and developing faculty awareness and trust in such a service may

take more than a few months. The TLC's themselves suggested at the end of the year that perhaps we should have emphasized TLC assistance to small groups of faculty (3-8) this year, instead of concentrating on individual consultations. We had planned to move toward small group consultations in the second year of the project, but focusing on helping small groups of faculty first and then working with individual faculty as a second phase may be a better strategy for initiating this kind of service.

TIE-LINE, the monthly faculty journal that emphasizes teaching and learning techniques, has also received positive ratings from faculty. The telephone survey data indicated that 86 percent of the faculty contacted had read some or all of the five TIE-LINE issues produced this year. Faculty said that it was interesting (54 percent) or very interesting (27 percent), and many faculty (54 percent) reported that they had gotten good teaching ideas from various journal issues. Faculty were able to recall many specific articles, and suggestions for additional articles and features were offered frequently in the telephone survey and in casual discussions with project staff. Faculty recommendations for TIE-LINE included requests for more practical features, shorter articles, and more personal and professional profiles of individual faculty. Over half the faculty surveyed said they would like to be interviewed for a future TIE-LINE issue, and 74 percent stated that TIE-LINE was an effective method of connecting faculty with the college and with each other.

The long-range objective of this faculty journal is to publish material that will expand and strengthen teaching skills, as well as encourage a sense of identity among part-time faculty. A secondary objective -- the interactive aspect of the journal -- is developing very slowly. In time, we hope that the journal will become a forum for ongoing exchange of teaching ideas and techniques. So far, several faculty have contributed articles, and the project's staff assistant has

produced many articles that feature faculty interviews around a specific question or teaching method. Developing a genuine dialogue between faculty will take time, but more faculty will become actively engaged in producing TIE-LINE each year. Faculty reactions to the journal this year suggest that it does have a professional, useful, and stimulating image, and that it is an economical, effective method of linking faculty and sharing instruction-related information.

Evaluation Summary

All first-year objectives have been accomplished, and initial data indicate that Vista part-time faculty value and use the products and services associated with this project. Several anticipated problems did surface this year: lack of faculty time to participate in inservice activities and the distraction of non-instructional issues. Our greatest challenge has been to design and offer a menu of services that will fit into the hectic personal and professional schedules of our part-timers. These faculty are unquestionably committed to their teaching responsibilities, and they do value the chance to interact with colleagues and learn new skills. We have learned that inservice at Vista must be an attractive, accessible mixture of individual and group activities, face-to-face and long-distance, that encourage isolated, busy faculty to see themselves as part of an educational community.

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